DOCUMENT RESUME

ED 293 558 IR 052 351

AUTHOR	McCain, Mary Maude
TITLE	Teaming for Learning. Library Media Program, Tarrant Elementary School.
INSTITUTION	Tarrant City School District, Birmingham, AL.
PUB DATE	[87]
NOTE	44p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Computer Literacy; Elementary Education; *Learning Resources Centers; *Library Instruction; *Library Skills; Media Specialists; *Multimedia Instruction; *Program Design; *Program Development; Program Evaluation; School Libraries

ABSTRACT

This packet of materials is introduced by a report describing the prescriptive, student-centered library media program developed for and implemented in the Tarrant Elementary School in Birmingham, Alabama, in the early 1980s. This report covers the goals and objectives of the program, which are based on four key functions of design, consultation, information, and administration; program effectiveness; professional growth; reading, knowledge, and appreciation of literature; innovative programs; community and district services; and public relations. Also included in the packet are a brief fact sheet on the program; a statement of the media center philosophy; a chart showing the organization of the media program; an outline of the goals and objectives of an integrated, comprehensive library media program; a list of guidelines for establishing a media program; an outline of basic media goals and objectives for grades K-4; a booklet of materials describing the program, which includes a list of media activities for students; media activity sheets for grades 2-4; a list of audiovisual materials; individualized prescription forms; media center schedules; outlines of computer literacy programs for grade 4 and for staff, together with a computer log form and a schedule; and a questionnaire for students to use in evaluating the library media center and its program. (EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TEAMING FOR LEARNING

LIBRARY MEDIA PROGRAM

TARRANT ELEMENTARY SCHOOL

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Maude McCain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR052351

BEST COPY AVAILABLE

1. GOALS AND OBJECTIVES

The goals and objectives as developed for the library media program of the Tarrant School System are based upon the four key functions of design, consultation, information and administration. These functions are formulated through a continuous needs assessment and evaluation process.

The first goal is to design an integrated comprehensive library media program. The objectives include the developing of program objectives and priorities, establishing policies and procedures, participating in curriculum development, supplementing and reinforcing the scope and sequence of the curriculum, developing learning alternatives, determining budgetary needs, evaluating program effectiveness and providing an aesthetic environment conducive to independent learning.

The second goal is to provide consultation services for instruction, enrichment and exploration. The objectives include implementing curriculum development, developing effective utilization of resources, providing opportunities for independent and successful learning, providing instruction in media usage,serving as resource facilitators and challenging students to use creative and critical thinking skills.

The third goal is to provide information resources and services. The objectives include facilitating reference services, assisting students and teachers in the evaluation of materials, encouraging students to become life-long learners, challenging students to world awareness and cultural diversities and similarities, providing a delivery system for resources of the schools' community and other outside agencies and providing training in the production of materials.

The fourth goal is to administer program goals, objectives and activities. The objectives include coordinating library media staff, organizing resources for easy access, developing community awareness, maintaining an open, flexible schedule, providing a wide variety of resources and services and maintaining materials, equipment and facilities.

The development of long range goals, based upon a needs assessment, has been an important responsibility of the library media committee. These goals include the following:

1. pursue additional possibilities for networking
2. extend uses of a computerized library media management system
3. expand computer usage for schoolwide administrative purposes
4. provide additional production equipment
5. increase usage of video and develop an interactive video program
6. continue to update the print and nonprint collections
7. develop "take home" computer hardware/software program

The philosophy and goals of the system recognize the unique needs and abilities of each student. The staff provides a wide range of learning experiences and activities that encompass a holistic approach. Basic facts, skills, self-discipline, decision making, problem solving and creative expresssion are taught within this holistic framework. The library media program reflects this philosophy through its multisense, multimedia and multiexperience design. The learning needs and modalities of individual students are enhanced through the prescriptive learning, variety in programming, listening centers, computer instruction and individual and group instruction. Students are encouraged to become self-directed, independent learners through the use of media and the library media center.

The progress made toward the achievement of goals and objectives is measured through a variety of methods. Annual circulation and usage records reveal a continuous increase in the use of facilities, resources, computer/equipment and services by teachers and students. Other records include prescriptive learning, competency testing and pre/post tests in library media skills.

The standards included in Media Programs, District and School, American Library Association served as guidelines for the development, implementation and evaluation of the Tarrant media program. A gradual movement toward achievement of standards reflects the increasing effectiveness.

Evaluation of the media program is a continuous process. The findings are utilized in planning program changes, budgeting, staffing, acquisitions and dissemination. Parent, teacher and student evaluations, both informal and formal, reflect positive feelings and effectiveness concerning the library media program. Pre and post tests reveal continual growth in utilization of library media skills. The most apparent evaluation is the daily observation of students and teachers using resources, services and equipment with respect, excitement and proper understanding. The positive effects of the library media program are strongly linked to student achievement as reflected in national and state norms on the California Achievement Test and State Minimum Competency Test at each grade level.

The development and growth of the library media program has prompted interest and inquiry by educators. This interest has precipitated consultation with media personnel and administrators, invitations to present school and area workshops and the development of a video presentation based on Tarrant's library media program. Visitations during the past three years have resulted in replication of the Tarrant program in several school systems. The innovations of the program have had a tremendous impact on the development of open, flexible media programs throughout the state. In addition, the school has been selected as a training site in field experience for graduate students at the University of Alabama in Birminghan.

Evidence of progress made in achieving goals and objectives can be noted in all areas of the library media program. Program goals and objectives have been developed by the library media committee according to established policies and procedures. The library media specialist is an active participant in curriculum development. Learning alternatives are provided for curriculum support. The budgetary needs of the program are determined yearly through short and long range goals. The environment of the library media center is conducive to independent learning through the use of listening stations, study carrels, a reading alcove, computer room and independent student circulation.

Consultations with staff are ongoing in the areas of instruction, enrichment and exploration. Teachers and students use resources effectively and many opportunities are provided for students to become responsible and independent learners. The library media staff provides instruction in library media skills and usage through small task groups. Packets, learning centers and multimedia are used in the integrated teaching of library media skills. A state approved skills curriculum provides direction for the media specialist.

Information resources and services are provided through evaluation, training and use of community resources for learning and awareness. Guest artists, storytellers, films, field trips and multimedia are provided in an ongoing process to facilitate learning.

The management system allows for an open flexible schedule, extended hours, prescriptive learning and easy accessibility to the facility, staff and resources. A wide variety of resources and services are provided with a media index and media bulletin for updates. The community is aware of the library media program through systemwide newsletters, the news media and frequent opportunities to visit the school. Awards that have been given to the school regarding the library media has increased community awareness of the program. Parent volunteers in the library media center assists students with their learning needs, and provide supportive services for the many facets of the library media program.

II. PROGRAM EFFECTIVENESS

The library media program is the intellectual center of the school. Materials are strategically and attractively located on open shelving throughout the center and in appropriate stations. Units of media are integrated for curriculum studies. The accessibility is limitless due to prescriptive learning, open shelving and flexible extended hours. The open free flowing arrangement enhances the accessibility of all resources and services for staff needs and independent student usage. Students independently check out materials and equipment at anytime during the day and as often as needed during the week.

Updated media index is given to teachers at the beginning of the school term. The index provides teachers with opportunities for extensive use of resources in all disciplines. The continuous updating of indexes and periodic in-house reviews of materials give teachers opportunities to preview and evaluate materials.

A delivery system for materials and equipment supports the use of media as an integral part of the total instructional program. Delivery is convenient and flexible with speedy access to information. This flexibility allows the staff to meet program needs and prepare for individual differences. The wide variety of materials available in the library media center and from outside sources facilitates opportunities to learn, discover and create.

A file of community resources is available in the library media center with resources integrated through classroom and media activities. The library media and arts specialists maintain this file with teachers adding names and places as discoveries are made. Community resources are an important part of curriculum in Tarrant schools and staff members utilize these resources extensively.

The center's facility and resources are available for community use. The library media specialist is on duty from 7:30 p.m. - 3:30 p.m. daily and parents, teachers and students may use the library media center before and after school. The Parent Teacher Organization uses the facilities for resources and equipment as needed. Various groups and committees use the library media center for meetings and inservice training. In addition, local universities utilize the facility for school plant classes and training sessions throughout the year. Adult Basic Education classes utilize the high school center and computer room to supplement instruction.

III PROFESSIONAL GROWTH

The Tarrant City Board of Education encourages and supports the professional growth and development of all staff. Plans for professional development, including goals, objectives and activities, are written by teachers and evaluated jointly by teachers and administrators. Numerous and varied inservices are provided with many opportunities for growth in individual areas. Funds are allocated for all teachers to encourage professional growth. Professional leaves are granted freely with encouragement and recognition for participation in professional organizations, workshops, seminars, accreditation reviews and additional course work. The administration of Tarrant City Schools views the role of library media specialist as a facilitator of information, services and resources and as a catalyst for continuous improvement. Therefore, funds are available, professional workshops, journals, books and other resources as needed in the development of programs and services. The library media specialist has earned the Master's Degree in library media and the Educational Specialist Degree.

The Board of Education has granted leave to the library media specialist as a member of accreditation teams, as workshop participant throughout Alabama, as participant in state and national conferences and as consultant with school systems that are implementing new library media programs.

IV. READING, KNOWLEDGE AND APPRECIATION OF LITERATURE

An electic approach to the teaching of reading provides a stimulating environment for students and teachers at Tarrant. The integrated arts curriculum utilizes reading, writing, speaking and listening through a language experience approach to the teaching of reading. The library media program supports and enriches this eclectic approach through multilevel texts, basals, trade books, student authored books, community resources and the arts.

The curriculum has been profusely enhanced through the library media program and the services offered to staff and students. Enrichment studies and experiences are planned for students including visits to view dramatic productions and museums. Students participate in many and varied cultural activities such as speech competitions, video productions, festivals and book/author fairs. The teaching of reading and the appreciation of literature are integrated into the total curriculum through career studies, language experiences, science projects and creative writing. Visiting artists frequently give presentations for students. For example, a visiting drama specialist challenged students to write and produce creative drama for a community program. A folklorist heightened awareness of folklore and involved students in the singing and telling of folktales.

Students and teachers participate in the planning and implementation of programs to promote multicultural awareness in cooperation with the annual Birmingham Festival of Arts. Each year, a country, its culture, arts and life style, is featured through city wide events in the Greater Birmingham area. The schools plan activities around this festival with the media staff supporting the festival with films, resources and guests. Study units and learning centers of the country are prepared for use by students and teachers. This interdisciplinary approach to the teaching of reading, social studies and the arts helps students to appreciate literature and develop world awareness.

Exciting features of some of the school's reading programs are sustained silent reading, annual reading motivational programs, such as "Around the World with Books," "Video Book Ventures," "Super Olympic Reading" and other similar reading incentive programs. The Emphasis on Reading program sponsored each year by the Children's and School Librarians Division of the Alabama Library Association allows teachers and students to share selected books in the classroom and to vote for favorite books each spring. All of the reading programs are planned and implemented through consultation with teachers, parents and students. Reading guidance at Tarrant fosters an appreciation and enjoyment of reading. The individual guidance of the library media staff and the open schedule give students daily opportunities to select materials for information and recreation. Students are encouraged to read during the summer. In addition, to staff encouragement public librarians visit the schools to promote summer reading programs.

The library media center facilitates the language arts program and the teaching of reading through the prescriptive learning plan, the open flexible schedules and the use of learning centers, computers and multimedia and the various reading activities. The library media staff is directly involved in curriculum design, development, revision and implementation. This provides for successful integration of media with the reading program. The staff compiles bibliographies, selects materials for unit studies, produces materials and assists teachers and students with many activities and services such as language experiences, book making and media production.

Library media skills are taught through the use of a state adopted media continuum. Media groups, resource packets, learning centers and class presentations are used during the year through an integrated plan to teach skills. This plan enables students to apply the skills on a day-to-day basis in order to become independent and self-directed learners.

V INNOVATIVE PROGRAMS

Within the framework of the system's philosophy, goals and objectives, the school has developed an innovative and unique program based upon needs. The design of the Tarrant program centers around its prescriptive learning program. Prescriptive learning provides for individualized and group instruction, enrichment and/or remedial work in the library media center. Information for the prescription is found in the up-to-date library media indexes and provides for the learning needs and modalities of students. This approach, designed by faculty and staff, facilitates the effective delivery of library media programs, resources and services. This is a unique approach which enables the staff to plan learning activities to accommodate learning styles and provide daily success for students.

The library media center has a computer program that provides access to all teachers and students for a variety of computer activities that include remediation, enrichment, programming, word processing, literacy and management. The school system has provided the inservice time and the necessary training for all faculty, staff and administration. The library media specialist introduces the computer and teaches computer usage to all students and teachers. Students and teachers are encouraged to be independent computer users.

The size and layout of the Tarrant library media center allows for diverse activities to occur simultaneously. A large group can engage in research, while another group produces 35mm slides of still photos using a copy stand for a slide presentation. Other students can be in the computer area using computer programs. Individual students can view sound filmstrips with headsets as a small group of teachers or students view videotapes in another area of the center.

The most exciting feature of the library media program is difficult to describe but easily understood when observed at Tarrant. There is a certain aura of responsibility and challenge which emanates from learners. Students and teachers use equipment and resources with understanding and ease. There is excitement in learning, discovery in exploration and pleasure in achievement. Individuals and groups cross grade levels in the center as they read, view, listen and create. A warm, happy, inviting environment has been created in order for students to experience joy in learning and daily success. The aesthetic environment is exhilirating as it abounds with student work, art displays and an abundance of multimedia. Happy, challenged students, independent and responsible learners, involved teachers and committed parents reflect the philosophy and goals of the schools and the library media program.

VI COMMUNITY RESOURCES AND DISTRICT SERVICES

Community resources are widely used to supplement the existing resources in the Tarrant schools. Audiovisual and reading materials are borrowed from the networking system of the area's public libraries on a regular basis. Computer software is obtained through the Minnesota Educational Computing Consortium (MECC) and the computer network of the state of Alabama. The media committee is currently seeking possibilities for further networking arrangements which would be beneficial to our system. Other sources frequently used are: Alabama Power Company, South Central Bell, the local universities and colleges and the State Department of Education. Materials are available within the system on an inter-school loan basis. Rental agencies such as the Disney Educational Corporation and the American Guidance Association are used as frequently as is feasible during the year. The system takes advantage of many free loan services such as the Modern Talking Picture Service.

The production facilities of local universities are available to the library media

staff through cooperative arrangements. These facilities provide additional access to graphics, multiimage presentations, video recordings and computer programming and are used to supplement the production capabilities at Tarrant.

Although it is not feasible at the time to provide district level library media staff due to the size of the school system, a system-wide library media committee works with the principals and director of instruction to plan, implement and evaluate library media programs and services. This committee consists of teachers, administrators and library media specialists. The Director of Instruction provides leadership to the school's educational program and assists with the library media program's development. She also provides opportunities for ideas, exchanges, workshops, meetings with consultants and previews of resources. The three library media specialists cooperatively plan and implement programs and services.

During the past seven years, the system-wide committee has worked as a team to develop philosophy, goals and objectives for the library media program at Tarrant. The committee has designed an evaluation instrument for continuous review and improvement of the library media program, developed a board approved selection policy and established needs and priorities for the system.

Each library media center in the Tarrant system maintains a professional collection for staff. The multimedia collections, including newspapers and journals, are constantly updated. The collections are accesible on an inter-school loan basis, providing valuable resources for the total educational program.

VII PUBLIC RELATIONS

The Tarrant Elementary School library media program is a constant source of publicity for the school system. The school system's team effort is strengthened by the excellent personal and professional rapport between the library media specialist, administration and staff. The library media specialist works with the staff to foster awareness of the media program at each level. Student awareness is fostered through displays in the library media center, grade clusters and other strategic locations. Student library media aides contribute articles for the school newspapers with comments about planned activities. Due to the openness, the location and the flexible schedule of the center , students, parents and teachers have personal contact with the library media staff daily. The specialist visits classrooms regularly to assist with video, participate in unit studies, read stories and to observe. Staff members receive an up-to-date media index at the beginning of each year, supplemental periodic memoranda and information sheets during the year. Staff meetings, professional development programs and monthly in-house reviews provide other opportunities to foster awareness among staff.

Many good things happening in the school emanate from the library media center. Special events, guest artists, storytellers, learning centers, etc., accentuate the importance of the library media program in the total school program. Monthly and annual reports to the library media committee and administrative staff reflect the use of media and the integral role of the library media program.

The goals, objectives and activities of the library media program are transmitted to the Board of Education, parents and others in the community through a variety of methods. Monthly and annual reports are sent to the board office as well as to the principal of the school. Articles are written for the systemwide newsletter which is mailed to all residents and business members of the community. In the initial stages of the library media program a RIF (Reading Is Fundamental) program was implemented. As a result, parents were enlisted and the program received local television publicity. Open House programs, Arts Festivals and Book Fairs give opportunities for parents and members of the community to visit the library media centers. A systemwide reading incentive program involves the entire community and business world.

The library media specialist assists parents and teachers with programs and special events. A very successful library media parent volunteer program is sponsored by the Parent Teacher Organization. Increasing numbers of parents and grandparents volunteer to assist in the reading resource and art room as well as in the library media center and computer room.

The stimulating environment and the location of the media center fosters awareness of the library media program. Visitors remark upon the enthusiastic students, involved teachers and supportive parents that can be seen daily in the library media center. Art and media usage is videotaped often by consultants from local universities. The library media program has been widely featured in district and state professional organizations. Workshops have been presented statewide in an effort to develop a better understanding of the role of media in the instructional program of the school. The program has received much publicity from the news media in the past three years due to the various innovative programs. The Alabama Instructional Media Association awarded the library media program of the elementary school its 1982 award as the Outstanding School Library Program.

VIII SUMMARY

The Tarrant Board of Education and the superintendent have a commitment to provide the best possible instructional program for the students of the community. An integral part of this instruction is the library media program. The rapid progress of the program reflects the commitment of the Board of Education, the staff and the community to an integrated media program. By design, the library media center is the focal point for instruction.

A key feature which contributes to the success of the library media program is the development of prescriptive learning through the use of the open flexible center and media index. Our staff feels that this approach to learning is unique and facilitates effective teaching and learning.

A library media skills continuum, allows for the correlation of library media skills with the curriculum. The library media specialist teaches and reinforces these skills through the use of small group instruction in the library media center. A variety of techniques is used to teach the skills and provide the activities, learning centers, packets, resources and instructional time for students. These skills are integrated into the total program.

The introduction of computers to each school's curriculum has generated much motivation and enthusiasm among both students and teachers. The computers assist in the learning and management process and add computer awareness/expertise for staff and students. All students are experiencing this new dimension in learning. Through the professional development program, teachers are learning more about the computer process in order to more effectively use computers with students and for administrative purposes. We feel the logical place for computers is the library media center and have long-range plans to expand at all schools to computerized library media management systems, interactive video and "take home" computer hardware/software programs.

The services of Tarrant's library media program have been personalized to provide for the individuality of students. A warm, happy, inviting environment has been created in order for students to experience joy in learning and daily success. The media staff is accessible and responsible to student needs and interests. Learning experiences are self-directed and individualized as well as group oriented. Through the use of the library media center and its resources, students are becoming better prepared to use informational and recreational sources in meeting needs and interests.

TEAMING FOR LEARNING

PRESCRIPTIVE LEARNING AND THE LIBRARY MEDIA PROGRAM
TARRANT ELEMENTARY SCHOL
TARRANT, ALABAMA

DESIGN OF THE PROGRAM

The unique design of the library media program at Tarrant Elementary School revolves around the prescriptive learning approach. This approach features an open, flexible, media center integrated with the instructional program in order to foster student growth and provide for various learning modalities. Prescriptive learning in the library media center provides for individualized and group instruction, enrichment, and/or remediation based on student learning needs as determined by the classroomm teacher. The resources prescribed for students are located in the library media center and teachers are provided with nonprint catalogs of all resources. This unique approach facilitates the effective delivery of media materials and services, provides daily success for students, and structures learning activities to accommodate learning styles.

INDIVIDUAL AND GROUP INSTRUCTION

In order to provide for individual and group instruction the library media center is equipped with listening/viewing stations, learning centers, study carrels, computers, video recorders, and multimedia that is easily accessible at all times to students and teachers. Individuals and groups cross grade levels in the media center as they read, view, listen, and create. Students and teachers use equipment and resources with ease and understanding as they experience excitement in learning, discovery in exploration, and pleasure in achievement.

As students enter the library media center, the media staff greets the students, reads the prescription brought from the classroom, seats students at the proper location (listening station, study carrel, reference table, computer, etc.) and locates the materials designated on the prescription. Instructions are given to students, resources are provided, and the students are monitored. In addition, library media skills are taught weekly to all students through the use of small groups who work in centers. The media specialist provides the activities, lerning packets, centers, resources for this instruction.

STUDENT CENTERED PROGRAM

The innovative library media program at Tarrant Elementary School reflects an interface of people, materials, facilities, equipment, and environment. It is a student-centered program with flexibility and adaptability providing daily success for students and teachers. Administrators, teachers and the library media specialist have experienced the excitement and challenge of designing, organizing, and implementing the prescriptive learning approach. The rapid progress of the program and its subsequent adoption by many other schools in Alabama provides the evaluative criteria for the implementation of this integrated approach to library media service.

Tarrant Elementary School
1269 Portland St.
Tarrant, Alabama 35217
(205) 841-3642

Contact Person: Mary Maude McCain
Media Specialist

TRENTHS OF THE PROGRAM

1. The media center is comprehensive and integrated providing individual and small group instruction for the K-4 school of 650 students.

2. The open, flexible schedule provides for prescriptive learning and easy accessibility to the facility, staff and resources.

3. Library media skills are taught to all students through the use of a continuum of skills.

4. Student knowledge of library skills is measured using a pre and post test in addition to the measurement of the Alabama Basic Competency Test and the Stanford Achievement Test.

5. The staff consists of one full-time library media specialist, a full-time aide, ten parent volunteers each week and approximately thirty five student helpers daily.

6. The library media specialist designs curriculum materials and study units to enhance teaching and learning.

7. A wide variety of materials and equipment are easily accessible and a current index is given to staff. All materials are catalogued in the media center.

8. A media committee meets regularly to advise and assist with selection, policiy decisions, and programming.

9. Reading motivation programs and promotional programming techniques are implemented throughout the year.

10. Computers are available for use by all students, K-4 and computer literacy classes are provided for fourth grade students.

11. The library media center utilizes a computerized circulation management system.

12. Production facilities and materials are avvailable for use by staff and students.

13. The aesthetic environment is conducive to self-directed learning with areas of learninbg designed for listening/viewing, browsing/reading, research, games, computer use, and independent study.

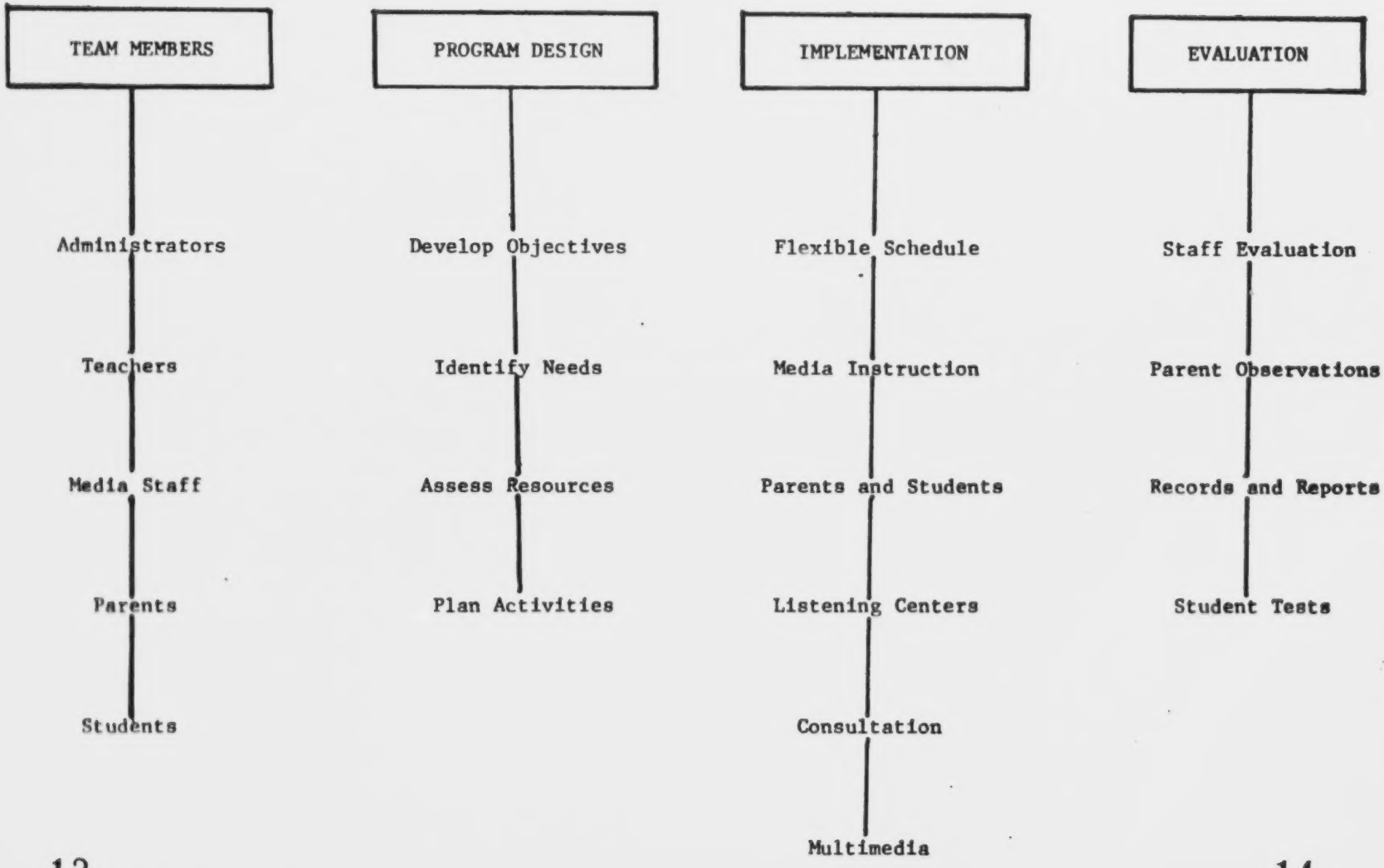
14. The multimedia collection is extensive and up-to-date indexes are provided for staff.

MEDIA CENTER PHILOSOPHY

The Elementary School Media Center is an instructional materials laboratory existing as an integral part of the total school program. As such, the Center utilizes innovative instructional methods and attempts to provide multimedia along with adequate staff and facilities to meet the learning needs of students. The environment is conducive to self-discovery and inquiry with a focus on facilitating the learning process. The Media Center seeks to further the school's objectives through coordination, instruction and service.

The philosophy which underlies the Media Center in today's school is based on a combination of good practice in service to teachers and students and an acknowledgement of the needs of the curriculum in our modern program of elementary education. The Center is a means to an end, not an end in itself, and the aims and philosophy are those of the school it serves. In order to implement this philosophy, the Center should be planned and located so that it constitutes the "heart" of the school with readily accessible resources.

MEDIA PROGRAMS



LIBRARY MEDIA PROGRAM
GOALS AND OBJECTIVES

GOAL I. TO DESIGN AN INTEGRATED, COMPREHENSIVE LIBRARY MEDIA PROGRAM

OBJECTIVES: THE LIBRARY MEDIA SPECIALIST WILL

A. DEVELOP PROGRAM OBJECTIVES AND PRIORITIES.
B. ESTABLISH POLICIES AND PROCEDURES.
C. PARTICIPATE IN CURRICULUM DEVELOPMENT.
D. SUPPLEMENT AND REINFORCE THE SCOPE AND SEQUENCE OF THE SCHOOL.
E. PROVIDE A WIDE VARIETY OF EXPERIENCES AND TECHNIQUES FOR LEARNING.
F. DETERMINE BUDGETARY NEEDS AND USE ESTABLISHED SELECTION CRITERIA.
G. EVALUATE PROGRAM EFFECTIVENESS.
H. PROVIDE AN AESTHETIC ENVIRONMENT CONDUCIVE TO INDEPENDENT LEARNING.

GOAL II. TO PROVIDE CONSULTATION SERVICES FOR INSTRUCTION, ENRICHMENT AND EXPLORATION

OBJECTIVES: THE LIBRARY MEDIA SPECIALIST WILL

A. SUPPOT THE TOTAL CURRICULUM AND INSTRUCTIONAL PROGRAM.
B. DEVELOP EFFECTIVE UTILIZATION OF RESOURCES.
C. PROVIDE OPPORTUNITIES FOR INDEPENDENT AND SUCCESSFUL LEARNING.
D. PROVIDE INSTRUCTION IN MEDIA USAGE AND STUDY SKILLS.
E. SERVE AS A RESOURCE FACILITATOR.
F. CHALLENGE STUDENTS TO USE CREATIVE AND CRITICAL THINKING SKILLS.

GOAL III. TO PROVIDE INFORMATION RESOURCES AND SERVICES.

OBJECTIVES: THE LIBRARY MEDIA SPECIALIST WILL

A. FACILITATE REFERENCE SERVICES.
B. ASSIST STUDENTS AND TEACHERS IN THE SELECTION OF MATERIALS.
C. ENCOURAGE STUDENTS TO BECOME LIFE-LONG LEARNERS.
D. PROVIDE READING GUIDANCE AND MOTIVATE STUDENTS IN RECREATIONAL READING.
E. PROVIDE A DELIVERY STYSTEM FOR RESOURCES AND EQUIPMENT.
F. TRAIN STUDENTS AND STAFF IN THE PRODUCTION OF MATERIALS.

GOAL IV. ADMINISTER PROGRAM GOALS, OBJECTIVES AND ACTIVITES.

OBJECTIVES: THE LIBRARY MEDIA SPECIALIST WILL

A. COORDINATE LIBRARY MEDIA STAFF, STUDENT AIDES, AND VOLUNTEERS.
B. ORGANIZE RESOURCES FOR EASY ACCESS.
C. MAINTAIN AN OPEN, FLEXIBLE SCHEDULE.
D. PROVIDE A WIDE VARIETY OF RESOURCES AND SERVICES.
E. MAINTAIN MATERIALS, EQUIPMENT, AND FACILITIES.
F. MAINTAIN ACCURATE AND UP-TO-DATE BUDGET, CIRCULATION AND USAGE RECORDS.

LONG RAGE GOALS

A. PURSUE ADDITIONAL POSSIBILITIES OF NETWORKING
B. EXPAND COMPUTER USAGE FOR SCHOOLWIDE ADMINISTRATIVE PURPOSES
C. PROVIDE ADDITIONAL PRODUCTION EQUIPMENT
D. DEVELOP AN INTERACTIVE VIDEO PROGRAM
E. CONTINUE TO UPDATE THE PRINT AND NONPRINT COLLECTIONS

GUIDELINES FOR ESTABLISHING A MEDIA PROGRAM

1) Develop a philosophy, goals and objectives compatible with those of the school.

2) Consult experienced media personnel and experts in the field.

3) Establish a media committee to assist with policies and handbook.

4) Provide in-service training and orientation to discuss and explain new policies and procedures.

5) Index audiovisuals and all nonprint media. Provide a copy for each staff member. Update the index monthly.

6) Arrange media center for individual and group study - order any needed equipment.

7) Develop alternatives to scheduled classes.

8) Teach media skills through individual and group instruction

9) Plan orientation classes for all classes.

10) Pattern new techniques and materials.

11) Disseminate information from a variety of sources.

12) Seek an active role in curriculum.

13) Develop public relations techniques.

14) Maintain a positive attitude.

15) Plan a parent volunteer program and enlist student helpers.

16) Work! Work! Work!

****

In order to provide additional learning experiences for students and teachers of _____ school, I plan to do the following things this school year.

1) _____

2) _____

3) _____

4) _____

5) _____

THE MEDIA PROGRAM SERVING TEACHERS

1) Developing collections of print and nonprint materials to support the curriculum and effective teaching and learning

2) Working with teachers to plan a sequential program of media instruction

3) Providing an open, flexible schedule to facilitate individualized instruction

4) Keeping teachers informed about materials appropriate to the curriculum

5) Providing opportunities for teachers to preview and select materials

6) Providing a professional collection of materials

7) Encouraging and assisting teachers in the selection and use of materials and equpiment

8) Compiling bibliographies and reading lists

9) Providing space and facilities for the production of instructional materials

10) Working with teachers to plan classroom activities that involve the use of media and the media center

11) Planning orientation and individual assistance for new teachers

12) Maintaining a current index of all media for each teacher

13) Locating and disseminating information to teachers

14) Providing efficient organization and easy accessibility to services, materials and equipment

****

TEACHERS AND MEDIA PERSONNEL WORKING TOGETHER

1) Selection of materials and Equipment

2) Storytelling programs

3) Reading Programs to stimulate reading interests

4) Creating learning centers

5) Inservice training of faculty

6) Developing bibliographies for unit studies and reading lists

7) Location and dissemination of information and materials

BASIC MEDIA GOALS AND OBJECTIVES K-4

KINDERGARTEN

GOALS

I. To introduce books and library media centers
II. To encourage students to appreciate books and stories
III. To demonstrate proper care of books and materials

OBJECTIVES

1. The student will learn to locate the "easy" book section
2. The student will know the names of media staff
3. The student will observe media rules
4. The student will learn to care for books properly
5. The student will begin to use media center equipment

FIRST GRADE

I. To encourage reading interests and knowledge of books and authors
II. To acquaint students with basic media procedures
III. To give students practice in basic skills of reading, listening and viewing
IV. To give students enrichment opportunities

OBJECTIVES

1. The student will be able to visit the media center and locate material in the "easy" section
2. The student will be able to check out books independently and care for materials properly
3. The student will be able to use the listening/viewing centers
4. The student will be able to identify the front, back and spine of a book

SECOND GRADE

GOALS

I. To acquaint students with basic media procedures
II. To encourage reading interests and knowledge of books and authors
III. To instruct students in use of dictionaries and encyclopedias
IV. To offer students opportunities to use media equipment

OBJECTIVES

1. The student will learn to locate the parts of a book
2. The student will be able to choose a dictionary and locate words and meanings
3. The student will be able to find subjects in a basic encyclopedia
4. The student will be able to locate the correct card catalog drawer and the books on the shelves
5. The student will use media center equipment with ease

THIRD GRADE

GOALS

I. To instruct students in basic media skills
II. To give reading instruction through media activities
III. To encourage an interest in books and authors
IV. To develop study skills
V. To provide opportunities for extensive use of audiovisual resources

OBJECTIVES

1. The student will be able to distinguish between fiction, nonfiction and know the types of books
2. The student will locate the call number on catalog cards and find books on shelves
3. The student will use media materials and equipment for a wide variety of instructional purposes
4. The student will locate basic materials for specific topics through use of dictionaries, encyclopedias, card catalog

FOURTH GRADE

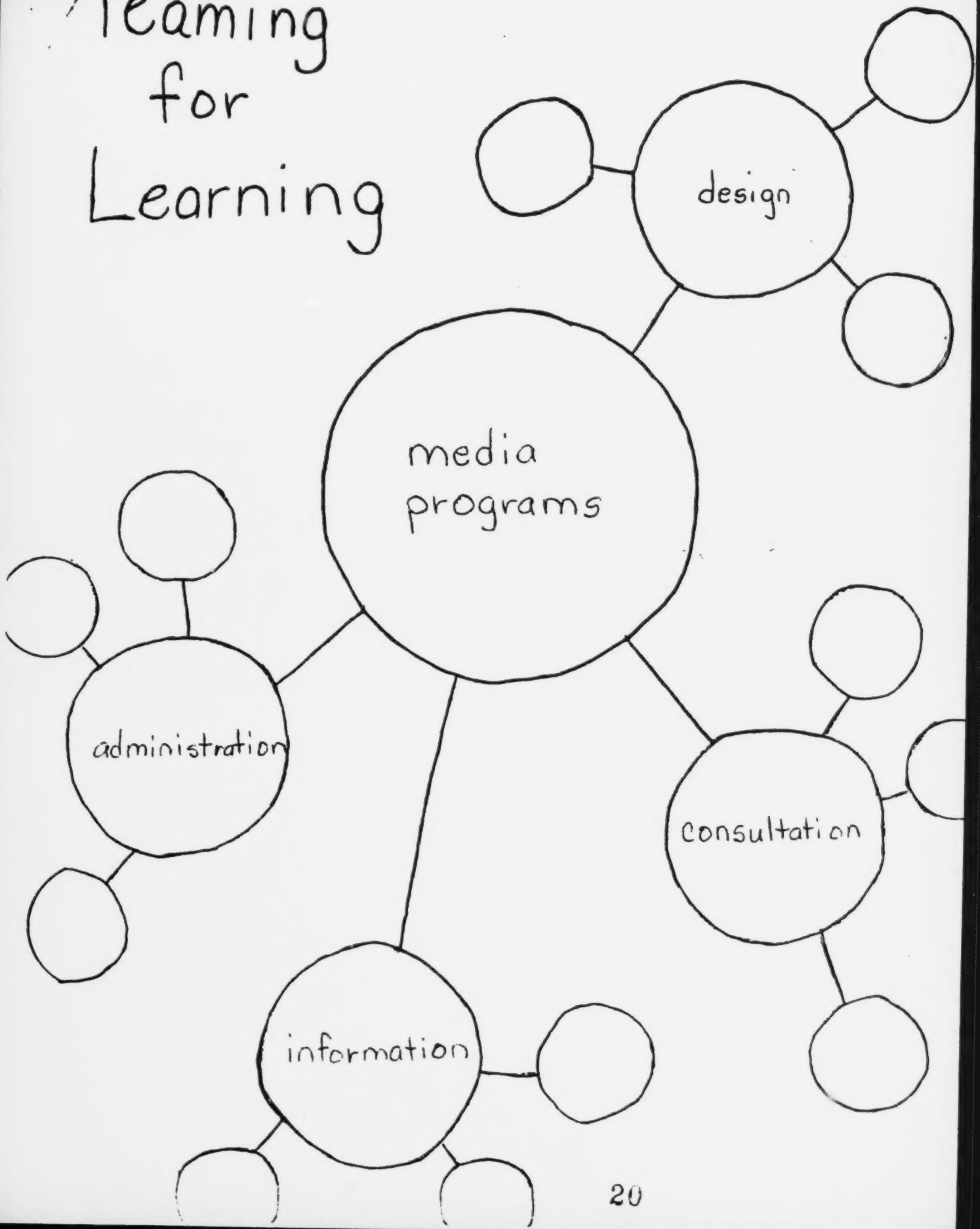
GOALS

I. To instruct students in use of reference tools
II. To encourage students to locate materials using reference tools and all resources available
III. To stimulate interest in books and authors
IV. To provide opportunities for enrichment and discovery

OBJECTIVES

1. The student will locate books in card catalog and on shelves with ease
2. The student will operate equipment in the media center
3. The student will locate information from a variety of reference sources and select correct material to be used
4. The student will demonstrate skills in encyclopedia usage

Teaming for Learning



THE MEDIA CENTER PROGRAM AND DESIGN

MEDIA: The print and nonprint resources and forms of communication used in the instructional program, or for the recreation of students.

MEDIA CENTERS:

1. Multi media
2. Multi sense
3. Multi experience
4. Resource Centers
5. Learning laboratories
6. Teaching agencies

MEDIA PROGRAMS:

1. Created wholly or in part to facilitate grouping of students for instruction, independent study and use of media.

2. Reflects and supports the philosophy of the school, shares and implements the objectives of the school and is totally involved in the teaching and learning process.

3. Designed to provide a wide variety of experiences and techniques for optimum development of each child.

4. Broadens and enriches the learning experiences of each child.

PROGRAM DESIGN:

1. Reading guidance
2. Curriculum support
3. Skills instruction
4. Reinforcement and enrichment
5. Unit studies
6. Individualization
7. Evaluation
8. Computer awareness and literacy

PRIMARY CHARACTERISTICS:

1. Flexible and open schedule
2. Independent learning and self-direction
3. Multimedia resources and equipment centrally located
4. Continuous evaluation of the program and staff
5. Grouping of students from all levels for independent and group study
6. Specialist functioning as a resource teacher and curriculum consultant
7. Media center functioning as a learning laboratory
8. Skills instruction designed to assist students in selections
9. Development of curriculum programs for teachers
10. Dual use of commercially produced audiovisuals and aids produced within the center and school.

SCHEDULED LIBRARY	OPEN MEDIA
Provides for each student once weekly	Provides for each student as needed
Media Specialist is tied up with a full class and is not free to work with individual students or faculty members who may need her during other classes' scheduled time in the media center.	Media Specialist works with individuals and small groups by "floating" among students, freeing her to to address the needs of any student or faculty member who may need her at any time.
Schedule does not facilitate individual learnaing in the media center.	Open media is designed to aid and assist individual and small group learning.
Scheduled library involves "mass teaching" of library and research skills.	Open media approaches library skills with small groups by letting students experience using the card catalog, encyclopedias, etc. with the media specialist there to help each individual student as needed.
The librarya is an "extra" activity scheduled for students.	The media center is the core of the school and a necessary part of the learning experience.
Students with below grade level success in the classroom with "traditional" teaching tools have that same lack of success with their group in the library.	Through listening centers, manipulatives, etc., geared toward individuals, a child who is below grade level or an underachiever can feel successful with the learning activities/opportunities made available in the media center.
Above grade level students may be "biding time" in the classroom waiting for others to complete assignments.	Open media provides above grade level students a place and opportunity to expand their learning through more challenging research, etc. in the media center.
Supports classroom activities.	Supports and Supplements classroom activities.
Teachers must work with the entire class at all times.	Teachers can group students according to achievement (or whatever other grouping she uses) and rotates groups to the media center, which frees her to work with a smaller group in the room.

THE MEDIA PROGRAM SERVING TEACHERS

1) Developing collections of print and nonprint materials to support the curriculum and effective teaching and learning

2) Working with teachers to plan a sequential program of media instruction

3) Providing an open, flexible schedule to facilitate individualized & group instruction

4) Keeping teachers informed about materials appropriate to the curriculum

5) Proving opportunities for teachers to preview and select materials

6) Providing a professional collection of materials

7) Encouraging and assisting teachers in the selection and use of materials and equipment

8) Compiling bibliographies and reading lists

9) Proving space and facilities for the production of instructional materials

10) Working with teachers to plan classroom activities that involve the use of media and the media center

11) Planning orientation and individual assistance for new teachers

12) Maintaining a current index of all media for each teacher

13) Locating and disseminating information to teachers

14) Providing efficient organization and easy accessibility to services, materials, and equipment

****

TEACHERS AND MEDIA PERSONNEL WORKING TOGETHER

1) Selection of materials and equipment

2) Storytelling programs

3) Reading programs to stimulate reading interests

4) Creating study units

5) Inservice training

6) Developing bibliographies for unit studies and reading lists

7) Location and dissemination of information and materials

MEDIA PROGRAMS

MULTIMEDIA RESOURCE CENTER

MULTISENSE TEACHING AGENCY

MULTIEXPERIENCE LEARNING LABORATORY

****

INSTRUCTIONAL ALTERNATIVES FOR STUDENTS AND TEACHERS THROUGH THE TARRANT ELEMENTARY SCHOOL MEDIA CENTER

Group Listening/Viewing of Filmstrips and Tapes
Group Instruction with Tapes and Worksheets
Filmstrips and Study Sheets
Research and Study
Dictionary and Encyclopedia Packets Developed and Supervised by the Media Specialist
Media Skills Taught through the use of Packets and Group Instruction
Individual Checkout of Books with Easy and Free access at all times
Conference Room for use with groups
Peer Tutoring
Educational Games Supervised by Media Aides and Volunteers
Individualized Instruction through the use of Study Carrels, Cyclo-teacher Skills and Programmed Instruction Kits
Learning Center Activities Developed by Media Staff

****

ACTIVITIES AND SERVICES

School reading programs such as "Hello Book", "Footprints to Reading", "Read-In", "Super Olympic Readers"
Sequential Media Skills Instruction
Favorite Book Contests
RIF (Reading Is Fundamental) and Book Fairs
Learning Centers: Fairy Tales, Tall Tales, Creative Writing, Dictionary, Sports, Reference, etc.
Activity Files
Storytellers for Special Holidays and Reading Programs
Storytime for Kindergarten
Films and Filmstrips Borrowed from Birmingham Public Library Film Dept.
Film Rentals and Loans from a variety of sources
Bibliographies for Unit Studies
Art and Media Correlations
Holiday Arts Resources
Study Units and Packets Developed for use with Nonprint Media
Index to all Audiovisual and Instructional Media
Extensive Professional Collection, Nonprint Collection and Vertical File
Games Supervised in the Media Center
Resource Files for the Fountain Valley Reading Program and the STAMM Mathematics Instruction

EXAMPLES OF ACTIVITIES STUDENTS CAN DO IN THE MEDIA CENTER

1. GAMES: NUMBRELLA TREE, APPLE TREE, PLUM TREE, TREASURE CHEST

2. LISTENING STATIONS: FILMSTRIP/CT FOR ENRICHMENT
   FILMSTRIP WITH WORKSHEET OR TAKING NOTES
   CT/BOOKS
   CT/WORKSHEET

3. INDIVIDUAL STUDY CARRELS: FILMSTRIPS, TAPES
   AUDIO READING UNIT

4. REFERENCE AND RESEARCH: IDENTIFY A BIRD, SHELL, ROCK
   ANSWER A QUESTION A STUDENT HAS
   LOOK UP THE MEANING OF A WORD

5. PROJECTS: COMEDY AND HUMOR
   CHANGES IN THE 20TH CENTURY
   ECONOMICS AND YOU
   MYTHOLOGY
   BIBLIOGRAPHIES

6. STUDY UNITS: JUNIOR GREAT BOOKS
   AUTHORS
   POETRY
   HISTORY AND USES OF COMPUTERS
   SCIENCE LEARNING CENTER

7. COMPUTER ASSISTED INSTRUCTION

8. LIBRARY MEDIA SKILLS

9. READING AND CHECKING OUT BOOKS

10. PROBLEM SOLVING AND CRITICAL THINKING KITS

11. LANGUAGE EXPERIENCES

M E D I A P R O G R A M S

MULTIMEDIA RESOURCE CENTER

MULTISENSE TEACHING AGENCY

MULTIEXPERIENCE LEARNING LABORATORY

****

INSTRUCTIONAL ALTERNATIVES FOR STUDENTS AND TEACHERS THROUGH THE TARRANT ELEMENTARY SCHOOL MEDIA CENTER

Group Listening/Viewing of Filmstrips and Tapes
Group Instruction with Tapes and Worksheets
Filmstrips and Study Sheets
Research and Study
Dictionary and Encyclopedia Packets Developed and Supervised by the Media Specialist
Media Skills Taught through the use of Packets and Group Instruction
Individual Checkout of Books with Easy and Free access at all times
Conference Room for use with groups
Peer Tutoring
Educational Games Supervised by Media Aides and Volunteers
Individualized Instruction through the use of Study Carrels, Cyclo-teacher Skills and Programmed Instruction Kits
Learning Center Activities Developed by Media Staff

****

ACTIVITIES AND SERVICES

School reading programs such as "Hello Book", "Footprints to Reading", "Read-In", "Super Olympic Readers"
Sequential Media Skills Instruction
Favorite Book Contests
RIF (Reading Is Fundamental) and Book Fairs
Learning Centers: Fairy Tales, Tall Tales, Creative Writing, Dictionary, Sports, Reference, etc.
Activity Files
Storytellers for Special Holidays and Reading Programs
Storytime for Kindergarten
Films and Filmstrips Borrowed from Birmingham Public Library Film Dept.
Film Rentals and Loans from a variety of sources
Bibliographies for Unit Studies
Art and Media Correlations
Holiday Arts Resources
Study Units and Packets Developed for use with Nonprint Media
Index to all Audiovisual and Instructional Media
Extensive Professional Collection, Nonprint Collection and Vertical File
Games Supervised in the Media Center
Resource Files for the Fountain Valley Reading Program and the STAMM Mathematics Instruction

SECOND GRADE MEDIA ACTIVITY SHEET

NAME_____ CODE_____ GROUP_____

DAY_____ TIME_____ DUTY_____

ACTIVITY	DATE COMPLETED	GRADE
DICTIONARIES		
1. TURNING TO THE DICTIONARY		
2. ALPHABET BUGS		
3. WHAT COMES FIRST?		
4. ON THE PAGE		
5. WORDS IN ORDER		
6. ENTRY WORDS		
7. ALMOST THE SAME		
8. PICTURES CAN ANSWER QUESTIONS		
9. MATCH THE FUNNY LOOKING WORDS		
10. USE YOUR DICTIONARY		
ENCYCLOPEDIAS		
1. ENCYCLOPEDIA FACTS		
2. ENCYCLOPEDIA GUIDE		
3. FINDING KEY WORDS		
4. USING GUIDE WORDS		
5. FINDING ANSWERS		
6. FAMOUS PEOPLE		
7. KARATE		
8. ALABAMA FACTS		
9. REFERENCE BOOKS		
10. TRACK IT DOWN		

SECOND GRADE MEDIA ACTIVITY SHEET

NAME_____ CODE_____ GROUP_____

DAY_____ TIME_____ DUTY_____

ACTIVITY	DATE COMPLETED	GRADE
ENCYCLOPEDIAS		
1. ENCYCLOPEDIA FACTS		
2. ENCYCLOPEDIA GUIDE		
3. FINDING KEY WORDS		
4. USING GUIDE WORDS		
5. FINDING ANSWERS		
6. FAMOUS PEOPLE		
7. KARATE		
8. ALABAMA FACTS		
9. REFERENCE BOOKS		
10. TRACK IT DOWN		
ENRICHMENT		
11. THE CARD CATALOG		
12. USING THE CARD CATALOG		
13. CALL NUMBERS		
14. FICTION BOOKS		
15. NONFICTION BOOKS		
16. THE TITLE PAGE		
17. BOOK PARTS		
18. PUZZLE IT OUT		

MEDIA ACTIVITY SHEET 3RD GRADE NAME_____
CODE_____GROUP_____DAY_____TIME_____DUTY_____

ACTIVITY	MATERIALS NEEDED	DATE	COMMENTS
1) Using Books in Media Center	Tape, Worksheet		
2) Where do you find it?	Worksheet		
3) Encyclopedia Activity	Activity		
4) Dictionary Activity	Activity		
5) Atlas Activity	Activity		
6) Using Reference Material	Tape, Worksheet		
7) Parts of Books	Worksheet		
8) Kinds of Books	Activity Sheet		
9) Using an Index	Worksheet		
10) Table of Contents	Worksheet		
11) Meet the Card Catalog	Tape, Worksheet		
12) Types of Catalog Cards	Worksheet		
13) Sorting	Activity		
14) Parts of a Catalog Card	Filmstrip, Worksheet		
15) Card Catalog Clues	Activity Sheet		
16) Sleuth and Supersleuth	Activity Card		
17) Library Arithmetic	Game		
18) Last One Out	Game		
19) Number Crossword	Puzzle		
20) Rearrange Fiction	Activity Card		
21) Rearrange Biographies	Activity Card		
22) Rearrange NonFiction	Activity Card		
23) Where do I go?	Activity Card		
24) Library Lab	Activity		
25) Where Is the Book?	Activity		
26) Time to Find It	Activity test		

MEDIA ACTIVITY SHEET 4TH GRADE NAME_____
CODE_____GROUP_____DAY_____TIME_____DUTY_____

ACTIVITY	MATERIALS NEEDED	DATE	COMMENTS
1) What's What in the library?	Tape, Worksheet		
2) Types of Catalog Cards	Worksheet		
3) Sorting	Activity		
4) Number Crossword	Activity puzzle		
5) Using Reference Materials	Tape, Worksheet		
6) Where is the book?	Activity		
7) Rearrange Fiction	Activity card		
8) Rearrange Non-Fiction	Activity card		
9) Rearrange Biographies	Activity card		
10) Where do I go?	Activity		
11) Reference Tools	Worksheet		
12) Where Do I Find IT?	Activity Sheet		
13) Reference Tools	Worksheet		
14) The Structure of a Book	Tape, Worksheet		
15) Title Page	Activity Sheet		
16) Copyright Page	Activity Sheet		
17) Table of Contents	Activity Sheet		
18) Index	Activity Sheet		
19) Using Encyclopedias	Tape, Worksheet		
20) Using an Atlas	Activity Sheet		
21) The Dictionary	Activity Sheet		
22) Locating Reference Books	Activity		
23) Newspaper Sleuths	Activity Sheet		
24) Using a Telephone Directory	Activity Sheet		
25) Research Problems	Worksheet		
26) Show What You Know	Activity Test		

SUGGESTIONS OF MATERIALS LISTED IN THE AV INDEX

P. 1	KIT 028.7	CYC	CYCLOTEACHER: SELF TEACHING KIT WITH STUDY WHEELS
P. 4	KIT 371.3	REA	READING GRAPHS: FS, CT, BOOKLETS
	KIT 372.4	FIN	FINDING THE MAIN IDEA: FS, CT, BOOKLETS
P. 5	KIT 372	TRO	TROLL LISTENING LAB 10 CT, WORKSHEETS
	KIT 372.4	REA I	READ ALONG BEGINNING PHONICS CT, BOOKS, MASTERS
P. 6	KIT 372.6	AUDIO	AUDIO READING KIT CT, LESSON CARDS, WORKSHEETS
P. 8	KIT 372.6	EAR	EARS CT, BOOKLETS
P. 10-11	KIT 372.6	LIS	LISTEN AND THINK (3 LEVELS) CT, WORKBOOKS
P. 12	KIT 372.6	SRA	SRA PHONICS CT, WORKSHEETS
P. 13	KIT 372.6	STR	STRUCTURAL ANALYSIS FEATURES
P. 14	KIT 372.61	REA	READING SKILLS KIT
P. 15	KIT 372.61	REA	READING BOOSTER KIT
	KIT 372.61	VOC	VOCABULARY DEVELOPMENT CT/WORKSHEETS
P. 20	KIT 510	ARI	ARITHMETOONS (2 LEVELS)
P. 21	KIT 510	MA	MATH MASTERY TAPES
	KIT 510	MATH	MATH KITS (F LEVELS)
	KIT 510	MYS	MATH MYSTERY THEATRE 3 KITS
P. 23	KIT 511	COUN	COUNTDOWN
	KIT 511	HOL	HOLT MATH TAPES
P. 24	KIT 511	MATH	MATH FOR MASTERY 9 KITS
	KIT 511	MAT	MATH PROBLEM SOLVING
	KIT 511	PRO	PROBLEM SOLVING
P. 25	KIT 511	SKI	SKILL SEEKERS
P. 26	KIT 523	MOO	THE MOON BOOKLETS, CT
P. 27	KIT 529	MON	MONEY AND TIME ADVENTURES OF LOLLILOP DRAGON
	KIT 529.7	TIM	TIME STUDY SERIES
	KIT 530	SIL	SILVER BURDETTE SCIENCE
P. 32	KIT 621.9	MAC	MACHINES AT WORK
	KIT 621.9	SIM	SIMPLE MACHINES
P. 33	KIT 707	SEL	SELF EXPRESSION AND CONDUCT

PP. 52 - 55
STUDY SKILLS KITS
I CAN READ KITS
TROLL READING STATION
SERENDIPITY KITS
DISNEY CT KITS

PP. 58 - 63
APPLE TREE GAMES
PLUM TREE GAMES
TREASURE CHEST GAMES
NUMBRELLA TREE GAMES (3 KITS)

P. 64
READING IMPROVEMENT SERIES
40 KITS WITH CT AND WORKSHEETS

SUPPLEMENTARY INDEX

P. 1	KIT	372.4	REA	READING NEWSPAPERS
P. 2	KIT	372.4	SRA	SRA READING FOR UNDERSTANDING
	KIT	372.4	WOR	WORD ATTACK KIT
	KIT	372.6	CON	CONSONANT SOUNDS
	KIT	372.6	EVA	READING IMPROVEMENT AUDIO LESSONS
	KIT	372.6	NEW	THE NEW PHONICS WE USE LEARNING GAMES
	KIT	372.6	PHO	PHONICS WE USE LEARNING GAMES
	KIT	372.6	REA	READING SKILLS DEVELOPMENT
	KIT	372.6	REA	READING SKILLS KIT
P. 3	KIT	513	SO	SOLVING WORD PROBLEMS
	KIT	551.6	INT	AN INTRODUCTION TO WEATHER
	KIT	581	LOO	A LOOK AT PLANTS
	KIT	595.7	SPI	SPIDERS
P. 4	KIT	597	AMP	AMPHIBIANS AND HOW THEY GROW
	KIT	608.7	RI	RIPLEY'S BELIEVE IT OR NOT
	KIT	612	SEN	SENSES
	KIT	613.2	NUT	NUTRITION
	KIT	621.47	ENE	ENERGY FROM THE SUN
	CT KITS	92		FAMOUS PEOPLE

NEW MATERIALS - WILL BE LISTED IN NEW SUPPLEMENT

KIT	525	OUR	OUR PLANET EARTH
KIT	533	WHA	WHAT AIR CAN DO

MEDIA CENTER PRESCRIPTION

Teacher_____

Date_____

No. of Students_____

Time Limit_____

Purpose_____

Materials for student to use:

Title_____

Type Media_____

Dewey or Index _____

REQUEST FOR MATERIAL

DATE NEEDED_____

TIME NEEDED_____

TYPE MATERIAL_____

NAME OF MATERIAL_____

_____

DEWEY OR INDEX #_____

TEACHER_____

Samples

MEDIA CENTER PRESCRIPTION

TEACHER Biddle

DATE 9/19/87

NO. OF STUDENTS 5

TIME 12:30 TIME LIMIT 20 min

PURPOSE Problem Solving

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA Kit

TITLE Problem Solving

DEWEY OR INDEX NO. 511 PRO

MEDIA CENTER PRESCRIPTION

TEACHER Rea

DATE 4/10/88

NO. OF STUDENTS 4

TIME 8:40 TIME LIMIT 20 min.

PURPOSE Game Filling Time

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA Kit

TITLE Numbella/Checked Kick Rock

DEWEY OR INDEX NO. 510 Num

MEDIA CENTER PRESCRIPTION

TEACHER Pruitt

DATE 11/20/87

NO. OF STUDENTS 7

TIME 9:30 TIME LIMIT 30 min

PURPOSE Research

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA Kit

TITLE What is a Mammal?

DEWEY OR INDEX NO. 599 WHA

MEDIA CENTER PRESCRIPTION

TEACHER Sims

DATE 2/15/88

NO. OF STUDENTS 2

TIME 1:15 TIME LIMIT 15 min.

PURPOSE CT/Book - Listening & Reading

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA CT/Book

TITLE EARS

DEWEY OR INDEX NO. 372.6 EAR

MEDIA CENTER PRESCRIPTION

TEACHER Manning

DATE 3/13/88

NO. OF STUDENTS 6

TIME 10:15 TIME LIMIT 30 min.

PURPOSE Listening

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA Kit

TITLE Listen & Think: A

DEWEY OR INDEX NO. 372.6

MEDIA CENTER PRESCRIPTION

TEACHER Jones

DATE 3/4/88

NO. OF STUDENTS 1

TIME 8:15 TIME LIMIT 15 Min.

PURPOSE Mixed Fs in Room

MATERIALS FOR STUDENTS TO USE:

TYPE MEDIA Kit

TITLE Amazing Universe

DEWEY OR INDEX NO. 523 INT

MEDIA CENTER INDIVIDUALIZED PRESCRIPTION

STUDENT_____ TEACHER_____

DEWEY/LETTERS	TITLE	DATE	OK

MEDIA CENTER
SCHEDULES

KINDERGARTEN STORYTIME

MONDAY	1:40 - 2:10	CARR
TUESDAY	1:40 - 2:10	TYRA
WEDNESDAY	1:40 - 2:10	PARKER
THURSDAY	1:45 - 2:45	HOBBY
FRIDAY	1:40 - 2:10	HILL

KINDERGARDEN CHECKOUT

MONDAY	CARR
TUESDAY	HILL
WEDNESDAY	HOBBY
THURSDAY	PARKER
FRIDAY	TYRA

DICTIONARY/ENCYCLOPEDIA SKILLS
SECOND GRADE 4 SMALL GROUPS DAILY

9:30 - 10:00	BIDDLE
10:00 - 10:30	JONES
12:30 - 1:00	TATUM
1:00 - 1:30	ALLEN

FILM SCHEDULE

WEDNESDAY	12:00 - 1:00	2ND GRADE
	1:30 - 2:30	CARR, HILL, HOBBY
THURSDAY	8:30 - 9:30	1ST GRADE
	11:30 - 12:30	4TH GRADE
	1:15 - 2:15	3RD GRADE
FRIDAY	9:30 - 10:30	PARKER, TYRA

MEDIA CENTER

MEDIA GROUPS (3RD AND 4TH GRADES)

*To begin Tuesday, September 22, 1987

Please let me know if you see any problems with this schedule.

MONDAY

8:30	-	9:00	Rea
9:00	-	9:30	Castleberry
9:20	-	10:00	Pruitt
10:40	-	11:20	Morgan
11:20	-	12:00	Morgan
1:10	-	1:50	Corley

TUESDAY

8:30	-	9:00	JenKins
9:00	-	9:30	JenKins
9:20	-	10:00	Pruitt
10:00	-	10:30	McClain
10:30	-	11:10	Hodge
12:40	-	1:10	JenKins
1:10	-	1:50	Corley

WEDNESDAY

8:30	-	9:00	Castleberry
9:00	-	9:30	Castleberry
9:20	-	10:00	Pruitt
10:00	-	10:30	McClain
10:30	-	11:10	Hodge
1:10	-	1:50	Corley

THURSDAY

8:30	-	9:00	Rea
9:00	-	9:30	Rea
9:20	-	10:00	Pruitt
10:00	-	10:30	McClain
10:30	-	11:10	Hodge
1:10	-	1:50	Corley

FRIDAY

8:30	-	9:00	Perkins
9:00	-	9:30	Perkins
9:30	-	10:00	Perkins
10:00	-	10:40	Morgan
10:40	-	11:20	Morgan
11:20	-	12:00	Hodge

053 351

MEDIA SKILLS
SMALL GROUP SCHEDULE
3RD AND 4TH GRADE

MONDAY

8:20	-	9:00	PRUITT	GROUP 1
9:20	-	10:00	MORGAN	GROUP 1
10:00	-	10:40	MORGAN	GROUP 2
11:00	-	11:30	CASTLEBERRY	GROUP 1
1:10	-	1:50	CORLEY	GROUP 1

TUESDAY

8:20	-	9:00	PRUITT	GROUP 2
9:00	-	9:40	PRUITT	GROUP 3
9:30	-	10:00	FRIDAY	GROUP 1
10:00	-	10:30	FRIDAY	GROUP 2
10:30	-	11:00	FRIDAY	GROUP 3
11:00	-	11:30	FRIDAY	GROUP 4
1:10	-	1:50	CORLEY	GROUP 2

WEDNESDAY

8:20	-	9:00	CORLEY	GROUP 5
9:00	-	9:30	CASTLEBERRY	GROUP 2
9:30	-	10:00	CASTLEBERRY	GROUP 3
10:00	-	10:30	CASTLEBERRY	GROUP 4
10:30	-	11:00	REA	GROUP 1
11:00	-	11:30	REA	GROUP 2
11:30	-	12:00	REA	GROUP 3
1:10	-	1:50	CORLEY	GROUP 3

THURSDAY

8:20	-	9:00	PRUITT	GROUP 4
9:00	-	9:30	REA	GROUP 4
10:00	-	10:30	PERKINS	GROUP 1
10:30	-	11:00	PERKINS	GROUP 2
11:00	-	11:30	PERKINS	GROUP 3
11:30	-	12:00	PERKINS	GROUP 4
1:10	-	1:50	CORLEY	GROUP 4

FRIDAY

8:20	-	8:40	HODGE	GROUP 1
8:40	-	9:20	HODGE	GROUP 2
9:20	-	10:00	MORGAN	GROUP 3
10:00	-	10:40	MORGAN	GROUP 4
10:40	-	11:20	HODGE	GROUP 3
11:20	-	12:00	HODGE	GROUP 4

STUDENT HELPERS WEEK January 18-22

	HELPER		COMPUTERS-YELLOW		CHECKER		COMPUTERS-RED	
8:00	RUBY	T2	JENNIE	T2	MISTY	C4	KEVIN	C4
8:30	ELIZABETH	C3	MICHAEL	C3	AMY	J3	LEAH	J3
9:00	ERICA	R3	ANGEL	R3	CLINT	P3	DANA	P3
9:30	ALICIA	P4	BRYAN	P4	ANDREA	R3	AMANDA	R3
10:00	AMANDA	M3	JEFF	M3	MICHAEL	P3	JON	P3
10:30	ROBERT	A2	NIVEN	A2	JENETTA	P3	DENISE	P3
11:00	SUSI	M4	ROXANNE	M4	SHERRY	H4	KANDIS	H4
11:30	JENNIFER	M4	MARILYN	M4	JULIE	A2	HEATHER	J2
12:00	JONATHON	H4	SCARLETT	H4	JENNIFER	T2	BROOKE	T2
12:30	TRACI	B2	KAI	C2	AMY	J3	ELIZAB.	J3
1:00	SARA	H4	CRYSTAL	H4	HEATHER	C4	MISTY	C4
1:30	ANTWAN	P4	JEANNE	P4	CHARLOTTE	C4	CHAD	C4
2:00	PEGGY	C3	STEVEN	C3	AMY	H4	KRISTI	M4

COMPUTER LITERACY: FOURTH GRADE

Each of the fourth grade classes receives approximately three weeks instruction in computer literacy during each school year. These classes are conducted by the media specialist. The first week consist of five lectures in the classroom. The second and third week consist of "hands-on" experience by students for 1¼ hours on Friday afternoon and for thirty minutes each day at 2:00.

During this instruction time student learn the history of computers, how computers are used, parts of computers and how a computer works. They are introduced to BASIC and color graphics. Each student writes a short program, types it on the computer and receives a "print out" of the listing. Students also type in sample programs in order to receive an understanding of the multiple uses of computers.

COMPUTER LITERACY OUTLINE

First Week:
- History of Computers
- What is a computer?
- What can computers do?
- Demonstration disks:
  - What Is a Microcomputer?
  - The Friendly Computer
  - Introduction to Microcomputers
- Parts of Computers
- How Computers Work
- How Computers Are Used
- Glossary/Computer Terms

Second Week:
- Keyboard.
- Computer languages
- Commands, Key words, statements
- Flowcharts
- Sample programs
- Writing programs

Third Week:
- Type programs
- Run programs
- Print programs

*Each class has a demonstration disk featuring each student's programs. This disk is available for parents to see and is used during Open House.

STAFF COMPUTER INSTRUCTION

All staff members have received instruction in computer literacy through professional development seminars. Teachers were introduced to the history and uses of computers, the parts of the computer and given instruction in BASIC. This seminar was planned and conducted by the media specialist two days a week after school. During the sessions teachers wrote several short programs, developed flowcharts and produced color graphics.

COMPUTER LITERACY SEMINARS: OUTLINE

I. What is computer literacy?
   Why do we need it?

II. Introduction to computers
   History of computers
   How computers are used
   What is a computer?
   How does a computer work?

III. Beginning terms/glorrary

IV. Getting started on computers
   The keyboard

V. Writing programs
   Keywords/commands/statements

VI. Special Features
   Graphics
   Printing

TAXONOMY OF TEACHER INVOLVEMENT

1. Has the basic knowledge needed to operate the computer
2. Feels comfortable with the hardware
3. Is familiar with appropriate programs for grade level/subject
4. Has a plan for using computers and priorities for use
5. Considers a range of techniques and software
6. Understands possibilities of programs for use in curriculum
7. Explores specific topics of interest in more depth:
   Word processing, languages such as LOGO, Uses with the available peripherals, develops . software,
8. Applies computers to . uses: data base, grade managers, keeping, spreadsheets, etc.
9. Evaluates commercial software for needed areas

COMPUTER LOG TEACHER_____STUDENT_____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES_____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES_____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES_____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES_____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES _____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES _____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES _____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES _____ _____ _____ _____ _____

DATE_____
TIME_____INDEX #_____LEVELS_____
SCORES _____ _____ _____ _____ _____

CONPUTER SCHEDULE (BEGINNING WEDNESDAY, SEPTEMBER 23)

Four students can be sent for 30 minutes each or 8 students for 15 min. The GROUP I AND GROUP II computers will be swapped in January in order for all students to have access to all computers during the year.

I realize that some of the classes have a slight variation in the schedule (within 5 or 10 minutes) Please send students as we discussed.

PLEASE LET ME KNOW TODAY IF YOU HAVE ANY PROBLEMS WITH THIS SCHEDULE AND I WILL TRY TO WORK SOMETHING OUT FOR YOU.

Group I 3 Apples and 1 Tandy

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00	C3	CK	J3	R3	C3
9:15 - 9:45	P4	P4	P4	P4	TK
10:00 - 10:30	A2	T2	T2	R3	A2
10:45 - 11:15	T2	HIK	T2	HIK	SIMS
11:30 - 12:00	M4	M4	M4	M4	J2
12:15 - 12:45	C2	PK	PK	PK	PK
1:00 - 1:30	EK	EK	M3	M3	M3
1:40 - 2:10	C4	McD	C4	C4	McD

GROUP II 2 APPLES, 1 TANDY 1 TEXAS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00	R3	CK	CK	CK	P3
9:15 - 9:45	TK	TK	TK	C3	P3
10:00 - 10:30	R3	A2	A2	OPEN	P3
10:45 - 11:15	HOK	HOK	HOK	HOK	P3
11:30 - 12:00	B2	J2	J2	J2	B2
12:15 - 12:45	B2	C2	C2	C2	B2
1:00 - 1:30	EK	H4	H4	H4	H4
1:40 - 2:10	HIK	C4	J3	J3	HIK

MEDIA EVALUATION/STUDENT

1) WHAT DO YOU LIKE ABOUT THE MEDIA CENTER?

2) WHAT DO YOU LIKE TO DO IN THE MEDIA CENTER?

3) WHICH ACTIVITIES HAVE YOU ENJOYED WITH YOUR MEDIA GROUPS?

4) WHICH ACTIVITIES HAVE YOU LEARNED THE MOST WHILE DOING?

5) PROBLEMS YOU HAVE WHILE WORKING IN THE MEDIA CENTER?

6) PROBLEMS YOU HAVE IN YOUR MEDIA GROUP?

7) BOOKS YOU HAVE REALLY LIKED?

8) BOOKS/MATERIALS YOU WOULD LIKE TO HAVE ORDERED FOR THE MEDIA CENTER?

9) SUGGEST ACTIVITIES FOR MEDIA GROUPS?

10) GRADE THE MEDIA CENTER (10 is best and 1 is very poor)
Circle your choice

1 2 3 4 5 6 7 8 9 10